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ABSTRACT

This annotated bibliography on performance-based teacher education is an update of one released in May 1971 by the American Association of Colleges for Teacher Education (ED 050 034). With 189 citations, the version contains nearly twice the number of entries as the previous one. The categories under which the entries are arranged have been expanded to include the following: the nature of performance-based teacher education (21 citations); programs (19 citations); kinds of performance (30 citations); modules (7 citations), the improvement of teacher performance (37 citation); the assessment of teacher performance (44 citations); performance-based teacher certification (20 citations); and attitudes of professional organizations (7 citations). A 5-item bibliography of bibliographies complete the document. (LP)

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PERFORMANCE-BASED TEACHER EDUCATION:
AN ANNOTATED BIBLIOGRAPHY

August 1972

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FOREWORD

The American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teacher Education are pleased to collaborate in publishing this annotated bibliography. It is an integral part of a series of papers sponsored by AACTE's Committee on Performance-Based Teacher Education. The series is designed to expand the knowledge base about issues, problems, and prospects regarding performance-based teacher education as identified in the first publication of the series on the state of the art.[1]

This bibliography, which is a revision of an earlier preliminary edition developed by the Committee in May 1971, is offered as a resource document to educators and others concerned with studying performance-based teacher education, its promise, and its problems. It contains selected entries from the rapidly expanding field of literature about performance-based teacher education. For the Clearinghouse, the publication is but one more in a series of joint publications with other organizations and agencies. Such collaboration is actively solicited. The AACTE is pleased to work with the Clearinghouse on this publication and to serve as one of three sponsors of the Clearinghouse along with the Association of Teacher Educators and the Council on Instruction and Professional Development, NEA. The publication does not necessarily reflect the views of the sponsors.

AACTE and the ERIC Clearinghouse on Teacher Education acknowledge with appreciation the role of the National Center for the Improvement of Educational Systems of the U.S. Office of Education in the PBTE project. Its financial support as well as its professional stimulation are major contributions to the Committee's work. Special recognition is due Committee members Donald M. Medley, professor of education, School of Education, University of Virginia, Charlottesville, and Youra Qualls, head, Humanities Division at Tuskegee Institute, Tuskegge, Alabama. Dr. Medley and Dr. Qualls, together with Albert Plouffe, of the AACTE staff, spearheaded the efforts of the Committee to provide the education community with this revision of the annotated bibliography on PBTE.

Without the significant contributions of Margaret Donley, publications coordinator, and Christine Pazak, publications assistant, members of the ERIC Clearinghouse on Teacher Education, and Shirley Bonneville, program assistant of the PBTE project, this bibliography would not have been accomplished.

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse

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[1]Elam, Stanley, "Performance-Based Teacher Education: What Is the State of the Art?" Washington, D.C.: American Association of Colleges for Teacher Education, December 1971.

code letters which processed them, beginning with the ERIC Clearinghouse on Adult Education (AC) and ending with the ERIC Clearinghouse on Vocational and Technical Education (VT). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

In addition to using the ERIC Thesaurus, RIE, CIJE, and various ERIC indexes, you will find it helpful to be placed on the mailing list of the ERIC clearinghouses which are likely to abstract and index as well as develop publications pertinent to your needs and interests. The newsletters are provided on a complimentary basis on request to the individual clearinghouses.

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--Edward C. Pomeroy, Executive Director
AACTE

--Joel L. Burdin, Director
ERIC Clearinghouse on Teacher Education

August 1972

PREFACE

To aid the reader, the entries in this bibliography are grouped under nine categories, the first seven of which treat problems and issues of performance-based teacher education. The eighth category includes other bibliographies. Titles of publications on the subject which are in process or proposed are included.

Before a college, university, or school can arrive at sound decisions about establishing performance-based preparation programs, it would obviously need to come to grips with the problems and issues related to the performance-based concept.[1] The first is to define performance-based teacher education and to identify the essential characteristics of such a program. The first section of the bibliography, therefore, is devoted to the definition of performance-based teacher education. The second section lists several documents describing such programs, either actual or proposed, and a few reports of their empirical tryout.

The central problem in planning a performance-based program is specifying the nature of competence and, accordingly, the bibliography contains a selection from the literature on defining teacher competence which includes both empirical and non-empirical approaches.

After program objectives have been defined, the problem of designing a curriculum to produce such competencies arises. The basic elements of such curricula, usually callled instructional modules, are described in the fourth section. The fifth section includes entries that treat other elements of the curriculum as well as items likely to be adopted as parts of modules such as microteaching, simulation, and systems for analyzing teacher behavior.

The sixth section deals with measuring the degree to which performance objectives are achieved and cites sources of information about specific techniques for assessing teacher performance. References to rating devices and to more objective instruments for assessing teacher competence in process and teacher competence in terms of effects on pupils are included.

Items related to the certification of teachers on the basis of measurement of performance instead of evidence of preparation are contained in section seven.

It becomes apparent that this new approach to teacher education will involve much closer collaboration with other institutions and groups, although relatively little attention has been given to the problems involved in such collaboration as yet. Some teacher orga-

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[1]The term performance-based and competency-based are viewed as synonymous by the AACTE/PBTE Committee.

nizations, however, have issued documents discussing the question and a number of these are listed in the eighth section of the bibliography.

Karl Massanari
Associate Director, AACTE
Director, AACTE/PBTE Project

ABSTRACT

This annotated bibliography on performance-based teacher education is an update of one released in May 1971 by the American Association of Colleges for Teacher Education [ED 050 034]. With 189 citations, the new version contains nearly twice the number of entries as the previous one. The categories under which the entries are arranged have been expanded to include the following: the nature of performance-based teacher education (21 citations); programs (19 citations); kinds of performance (30 citations); modules (7 citations), the improvement of teacher performance (37 citations); the assessment of teacher performance (44 citations); performance-based teacher certification (20 citations); and attitudes of professional organizations (7 citations). A 5-item bibliography of bibliographies completes the document. (LP)

ERIC DESCRIPTORS

To expand a bibliography using ERIC, descriptors or search terms are used. To use a descriptor: (1) Look up the descriptor in the SUBJECT INDEX of monthly, semi-annual, or annual issue of Research in Education (RIE). (2) Beneath the descriptors you will find title(s) of documents. Decide which title(s) you wish to pursue. (3) Note the "ED" number beside the title. (4) Look up the "ED" number in the "DOCUMENT RESUME SECTION" of the appropriate issue of RIE. With the number you will find a summary of the document and often the document's cost in microfiche and/or hardcopy. (5) Repeat the above procedure, if desired, for other issues of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE. (7) Indexes and annotations of journal articles can be found in Current Index to Journals in Education by following the same procedure. Periodical articles cannot be secured through ERIC.

TOPIC: *Performance-Based Teacher Education: An Annotated Bibliography.*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

Performance Criteria
Performance Factors
Performance Specifications
Standards
Teacher Behavior
Teacher Certification
Teacher Education
Teacher Evaluation

PERFORMANCE-BASED TEACHER EDUCATION: WHAT IS IT?

Andrews, Theodore E. Manchester Interview: Competency-Based Teacher Education/Certification. Washington, D.C.: American Association of Colleges for Teacher Education, April 1972. 31p. Publisher's Price: $2.00.
SP 005 753. EDRS Price: MF-$0.65; HC-$3.29.

This interview, set in 1980, illuminates the characteristics of a fictitious, performance-based teaching center. The teaching center assumes all responsibility for educating prospective teachers who come to the center usually after college and always after being screened by the state. "Certification" is more a description of competencies, which are expanded throughout a teacher's career.

Broudy, Harry S. A Critique of Performance-Based Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, May 1972. 23p. Publisher's Price: $2.00.
SP 005 752. EDRS Price: MF-$0.65; HC-$3.29.

PBTE will produce persons capable only of didactic teaching. The need for those who can design programs and build contexts for learning calls for teacher education which is strong in theory and evaluates learning on the basis of a student's understanding rather than performance.

Burns, Richard. New Approaches to Behavioral Objectives. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972. 118p.

No one would argue with the need for having goals for instruction, however, broad goals are relatively useless when it comes to developing units, constructing curricula, creating instructional modules, selecting teachers, etc. More functional statements of objectives, met by developing specific, behavioral objectives are needed. This text is designed to overcome any reluctance or hesitancy to deal with behavioral objectives.

Chavez, Simon I. "Performance Accountability in Teacher Education," Audiovisual Instruction, 16:56-57; March 1971.

Education of teachers is a responsibility that must be shared in a school-university partnership. The partnership should be a prototype of the newest and most efficient models and should be staffed by experts in teaching who could demonstrate in practice the best theories of learning and instruction. In addition, it should include clinical professors from the university who would work in teams with teachers to seek and demonstrate promising innovations.

Elam, Stanley. Performance-Based Teacher Education. What Is the State of the Art? Washington, D.C.: American Association of Colleges for Teacher Education, 1971. 36p. Publisher's Price: ($2.00; discount on quanity orders.
ED 058 166. EDRS Price: MF-$0.65; HC-$3.29.

This document clarifies the concepts of performance-based teacher education, examines their potential, and identifies problems and questions.

Five essential elements are identified: (a) Teaching competencies to be demonstrated are role-derived, specified in behavioral terms, and made public. (b) Assessment criteria are competency-based, specify mastery levels, and are made public. (c) Assessment requires performance as prime evidence and takes student knowledge into account. (d) The student's rate of progress depends on demonstrated competency. (e) The instructional program facilitates development and evaluation of specific competencies.

Johnson, Charles, and Gilbert F. Shearron. Specifying Assumptions, Goals and Objectives for Teacher Education. Athens: University of Georgia, College of Education, 1971.

In every teacher education program there is a foundation that includes the goals and objectives of the program and basic assumptions which determine how the program will be operated. This document offers information concerning the nature and sources of assumptions, goals, and objectives and describes a management system for specifying assumptions, goals, and objectives.

Massanari, Karl. Performance-Based Teacher Education; What's It All About? Washington, D.C.: American Association of Colleges for Teacher Education, 1971. 9p.
ED 055 972. EDRS Price: MF-$0.65; HC-$3.29.

The concept of performance-based teacher education connotes a program designed specifically to provide the prospective teacher with learning experiences that will prepare him to assume a specified teaching role. Successful completion of the program is accomplished only when the teacher candidate provides evidence that he possesses specified requisite knowledge and can carry out in practice specified teaching functions.

Nash, Paul. The Major Purposes of the Humanistic and Behavioral Studies in Teacher Education. Prepared for working conference of the National Standing Conference on Humanistic and Behavioral Studies in Education. American Association of Colleges for Teacher Education, April 1971, Washington, D.C.

There are three major purposes for humanistic and behavioral studies to be included in teacher education. The first reason is that what students feel has taken a back seat to what they can conceptualize. Educators must see to it that feeling is restored to a respected place in human life and education. A second major purpose is to help students to learn how to think. The third major purpose of humanistic and behavioral studies in teacher education is to teach the prospective teacher how to relate to students in an integrated way.

Nash, Robert J. "Commitment to Competency: The New Fetishism in Teacher Education," Phi Delta Kappan, 52:240-43; December 1970.

The author argues that teacher educators are offering training only in performance skills at a time when students are demanding training that challenges social and educational values and that places "micro-level"

behavior modification in personal and social contexts. He includes questions which educators should ask themselves about fetishism in their programs.

Nash, Robert J., and Russel M. Agne. "Competency in Teacher Education: A Prop for the Status Quo?" The Journal of Teacher Education, 22:147-56; Summer 1971.

For a multiplicity of complex reasons, colleges of education around the country are adopting a competency-based model for professional training. According to the authors, this can be but one response to the preparation of teachers, and unless more attention is paid to the personal, educational, and social reform desires, it does nothing more than perpetuate the status quo.

Neff, Frederick C. "Competency-Based Teaching and Trained Fleas," Phi Delta Kappan, 53:480-82; April 1972.

In this article, the author presents a fictitious dialogue between a parent and principal in the year 1984. The major impact of the conversation is that in competency-based performance programs, more emphasis is placed on the teacher as the performer than as a teacher with specific educational objectives. The principal compares the faculty with trained fleas in a circus. Neither has specific objectives in performing and neither needs them.

Quill, William G. A Prototype Program for Teacher Education. Directors Final Report. Boston: New School for Children; Northeastern University; Roxbury Community School; 1970. 23p.
ED 051 084. EDRS Price: MF-$0.65; HC-$3.29.

The idea for a program which would enable interested and capable inner-city residents to enter a performance-oriented teacher preparation program culminating in an undergraduate degree and teacher certification is suggested here. In this particular program, teachers would teach three days out of the week and attend seminars with school and university personnel for two days.

Rosner, Benjamin, and others. The Power of Competency-Based Teacher Education. Princeton, N.J.: Educational Testing Service, 1972. 60p.
SP 005 318. Not available from EDRS.

This Committee was established to make recommendations for program development to the U.S. Office of Education Bureau of Educational Personnel Development and Task Force '72. The recommendations focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives for in-service teacher training. Major recommendations for a 5-year program plan include specific activities to define and make explicit the competencies of educational personnel within the career line of paraprofessional, provisional and permanently certified teacher, and master-level teacher or teacher trainer.

Rudman, Masha Kabakow. Feasibility Study of a Performance-Based Teacher Education Curriculum in Language Arts. Ann Arbor, Mich.: University Microfilms, 1970. 155p. Publisher's Price: microfiche, $4.00; xerography, $10.00; order no 70-22,790.
ED 050 100. Not available from EDRS.

This report of a feasibility study contains an overview of and the rationale for a performance-based teacher education program and reviews literature pertinent to curriculum development, instructional alternatives, and the use of media in teacher education.

Ryan, Kevin A. A Plan for a New Type of Professional Training for a New Type of Teaching Staff. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards, February 1968. 12p. Publisher's Price: single copy free; quantity price on request.
ED 029 810. EDRS Price: MF-$0.65; HC-Not available.

The Commission takes the position that instruction in specific teaching skills should supplement teacher education curricula. Performance in such skills would become one of the criteria for advancement in preservice education and later for position on a differentiated staff (which would require, in turn, in-service education for skill specialization and specification).

Shearron, Gilbert F., and Charles E. Johnson. A Prototype for a Competency-Based Proficiency Module. GEM Bulletin. Athens: University of Georgia, College of Education, 1969. 12p.
ED 042 693. EDRS Price: MF-$0.65; HC-$3.29.

This design model for a proficiency module (PM) illustrates the kinds of learning experiences that might be available in a PM for one small part of the teacher education professional sequence. It includes general directions, list of prerequisites, preassessment instructions, lists of general performance specifications and supporting behaviors, lists of learning procedures, activities and resources, and postassessment instructions.

U.S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Research and Development. The Power of Competency-Based Teacher Education. Washington, D.C.: the Center, 1971. 50p.

The recommendations presented in this document focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives of in-service teacher training. Developing competency-based programs is considered essential to the accountability of both pre- and in-service teacher education, as well as for research relating teacher behaviors to measure of school effectiveness.

Weber State College. A Proposal to the Carnegie Corporation of New York for Developing an Individualized, Performance-Based, Teacher Education Program. Odgen, Utah: the College, 1969. 24p.
ED 040 139. EDRS Price: MF-$0.65; HC-$3.29.

The mode of instruction in this proposed program is the self-instructional learning kit. It focuses on a single concept and takes from 10-30 hours to complete. The student, who is expected to acquire self-instructional skills, progresses from the study of principles to microteaching and supervised classroom application. Program evaluation is anticipated for 1971.

Weber, Wilford A. Team Leaders and Competency-Based Teacher Education. Syracuse: Syracuse University [n.d.].

This paper deals with issues surrounding the notion of competency-based teacher education. The term is defined, characteristics and implications are described, and comparisons with traditional programs are presented. An examination of instructional modules, their characteristics and their advantages is made, and a brief description of several of the roles that a team leader might play in such a program is offered.

Weber, Wilford A., and James M. Cooper. Competency-Based Teacher Education: A Scenario. PBTE Series No. 5. Washington, D.C.: American Association of Colleges for Teacher Education, 1972. 27p.

Bits and pieces of the competency-based teacher education movement can be found across the country in a growing number of institutions, yet no known single program embodies all of the characteristics and dimensions that are envisioned for a fully developed competency-based teacher education program. This scenario is laid sometime in the future and describes a program that incorporates all those elements believed to be essential to an integrated, personalized teacher preparation program.

Weigand, James, ed. Developing Teacher Competencies. Englewood Cliffs, N.J.: Prentice-Hall, 1971. 321p.

In an attempt to reform the act of teaching, this book presents eight programmed instruction formats written by experts in various fields. The purpose of these program formats is to aid the teacher in viewing teaching as a science, ultimately increasing the competency level of teachers and establishing positive learning conditions. These formats include (a) assessing intellectual development stages of children, (b) formulating performance objectives, (c) developing question asking skills, (d) developing a competency for sequencing instruction, (e) developing a competency for evaluation in the classroom, (f) recognizing and assessing creativity, (g) developing teacher competencies in interpersonal transactions, and (h) assessment of teacher competencies. An index is included.

PROGRAM DESCRIPTIONS

American Association of Colleges for Teacher Education. Excellence in Teacher Education. 1971 Distinguished Achievement Awards Program. Washington, D.C.: the Association, 1971. 42p.
ED 051 095. EDRS Price: MF-$0.65; HC-$3.29.

This booklet contains brief descriptions of all the teacher education programs submitted in competition for the Distinguished Achievement Award (DAA) of the American Association of Colleges for Teacher Education. The 1971 DAA was awarded to Weber State College in Odgen, Utah, for its "Individualized, Performance-Based Teacher Education Program."

Bicknell, John E., and others. Summer Workshops in Individualization of Instruction, 1970. Selected Papers. Fredonia: State University of New York, 1970. 101p.
ED 049 163. EDRS Price: MF-$0.65; HC-$6.58.

This report briefly describes a summer workshop on individualizing instruction in which 34 teachers, instructional team leaders, and administrators participated. The major part of the report consists of eight papers written by workshop staff.

Burke, Caseel. The Individualized, Competency-Based System of Teacher Education at Weber State College. Washington, D.C.: American Association of Colleges for Teacher Education, March 1972. 39p.
Publisher's Price: $2.00.
SP 005 754. EDRS Price: MF-$0.65; HC-$3.29.

In the transition from traditional to competency-based teacher education, Weber State College personnel and public school personnel selected topics which were based on worthwhile aspects of earlier courses. The program is designed around modules, which specify behavioral objectives, learning experiences, and proficiency assessment. Student teaching is in a team arrangement with a master teacher, another teacher, and several student teachers.

Butts, David P., and others. A Personalized Teacher Education Professional Program. Report Series No. 54. Austin: University of Texas, Research and Development Center for Teacher Education, 1970. 67p.
ED 046 908. EDRS Price: MF-$0.65; HC-$3.29.

Although this description of a program, in operation since 1968, focuses on the personalization of teacher education, it also refers to other program aspects, such as skills practiced and videotaped lessons. Program evaluation, planned for 1971, will measure changes in behavior in current and previous graduates.

Cooper, James M. "A Performance Curriculum for Teacher Education." Second Annual Florence B. Stratemeyer Lecture presented at American Educational Research Association annual meeting, February 1967, Chicago. 24p.
ED 030 590. EDRS Price: MF-$0.65; HC-$3.29.

This speech on a performance curriculum for teacher education stresses the teacher trainee's need of specific skills to make a successful transition from theory to practice. Advantages of the curriculum, such as focused evaluation and practice in deciding when to use different skills, are mentioned. Outlines of Stanford University's general and foreign language curricula and criteria for two skills are included.

Clegg, Ambrose A., and Anna Ochoa. Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation. Seattle: University of Washington, College of Education, 1970. 80p.
ED 057 017. EDRS Price: MF-$0.65; HC-$3.29.

The major objective of this program was to build a field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theoretical knowledge with practical experience. Administrative arrangements were made to allow the 20 trainee participants to take their professional courses on a pass-fail basis. Seminars were coordinated with concurrent classroom experience at progressively increasing levels of responsibility in three types of school: inner-city, urban, and suburban. Seventeen trainees completed the program successfully and were certified. Of these, 12 had obtained teaching positions as of June 1970. Detailed recommendations for program improvement are given.

Dietz, Thomas S. An Institute Program Designed To Train Vocational Education and Academic Teachers for the Development of Performance Objectives. Willingboro, N.J.: Willingboro Public School District, 1971. 296p.
ED 055 037. EDRS Price: MF-$0.65; HC-$9.87.

The institute was designed to implement a program of orientation for teachers that would enable them to develop individualized instruction within their home district. The method involves an instructional learning package which enables all the facets of self-motivation, self-direction, pacing, and self-evaluation to take place in an individualized manner in the classroom. The package could be validated through a specific task analysis on the part of the teacher.

Haley, Frances, comp. Colorado Innovates: A Directory of Alternative Teacher Education Programs. Boulder: Social Science Education Consortium, 1971. 22p.
ED 055 027. EDRS Price: MF-$0.65; HC-$3.29.

This directory lists innovative teacher education programs at all institutions of higher education in Colorado as well as many public schools. Although there are probably programs in the state not included, those listed suggest the variety of approaches being used. The information provided for each of the 14 programs includes the titles, budget, number served, level served, objectives, description, evaluation, special features, and names of contacts. An additional seven programs are listed with brief information and notations on special features.

Haynes, Solon E., and Charles E. Coyne. "Accountability in Teacher Education," NASSP Bulletin, 55:69-74; December 1971.

The authors describe a teacher training program that provides more actual classroom teaching activities much earlier than do most teacher education programs. The program has had remarkable and measurable results because it has held itself accountable for the end product: good teachers.

Lackawanna [N.Y.] Public Schools, New York State Education Department, and State University of New York. Undergraduate Urban Teacher Education Program. State University College at Buffalo. Lackawanna: the Public Schools; Albany: the Department; Buffalo: the University, 1970. 111p.
ED 052 134. EDRS Price: MF-$0.65; HC-$6.58.

The aim of this cooperative EPDA program is to improve education in the public schools through utilization of personnel in a differentiated staffing pattern and the training of teachers for service in urban areas through a carefully planned practicum combined with professional courses taught on site, with competency-based criteria interwoven throughout both phases.

Maddox, Kathryn. In West Virginia, It Is Working: One Teacher Education Center in Action. Washington, D.C.: American Association of Colleges for Teacher Education, 1972. 62p. Publisher's Price: $2.00.

This book offers a closeup of the Kanawha County MITEC project and its evolvment from a pilot center for student teaching to its present complex of relationships among public schools, communities, students, the state department of education, and colleges and universities. In detailing the MITEC story, the book emphasizes the two qualities of teamwork and continuity--each necessary to any professional growth and each an integral part of the teacher education center concept.

Maddox, Kathryn, and others. New Dimensions in Teacher Education Inservice. Charleston, W.Va.: Kanawha County Teacher Education Center, 1970. 31p.
ED 053 093. EDRS Price: MF-$0.65; HC-$3.29.

The Multi-Institutional Kanawha County Teacher Education Center has developed new techniques in teacher education, initiated cooperative seminars, and explored and developed cooperative in-service programs for student teachers and supervising teachers. This document describes an "on site" program designed to improve the competency of teachers and to improve the quality of teacher education in schools designated as teacher education centers.

Peck, Robert F. Personalized Education: An Attainable Goal in the Seventies. Report Series No. 36. Austin: University of Texas, Research and Development Center for Teacher Education, 1970. 18p.
ED 051 137. EDRS Price: MF-$0.65; HC-$3.29.

In this paper, the Texas R&D Center's programs on the personalization of teacher education are outlined, including examples of the process at work in experimental projects in the University of Texas College of Education and in the Austin Public Schools. The paper reviews the present state of the art and speculates on the steps necessary to implement personalization on a wide-spread basis in the nation's schools and colleges.

Ricker, Kenneth S., and Michael L. Hawkins. Testing a Science Education Proficiency Module with College Students. GEM Bulletin 69-12. Athens: University of Georgia, College of Education, 1970. 13p.
ED 042 695. EDRS Price: MF-$0.65; HC-$3.29.

This bulletin reports the second feasibility study of a proficiency module which allows students to select learning activities for acquiring specific competencies. Results include significant change in student performance, positive reaction to the mode of instruction, preference for laboratory practicum activities, and selection of different combinations of activities to achieve the same objectives.

Rosenshine, Barak. Critique of the Model Teacher Elementary Education Programs. 1971. 18p.
ED 055 976. EDRS Price: MF-$0.65; HC-$3.29.

Four ideas concerning the Model Elementary Teacher Education Programs are developed in this paper: (a) The emphasis on performance criteria in teacher education programs is valuable because behaviors are specified in terms of specific trainee skills. (b) The justification for specific performance criteria is shaky, and there is no strong or emerging research base. (c) Validation of performance criteria is recommended in terms of trainee behavior on student growth. (d) There is a need for training teachers to use new curriculum packages.

Shearron, Gilbert F., and Charles E. Johnson, comps. Specification Worksheets for Language Arts Behaviors. GEM Bulletin 69-19. Athens: University of Georgia, College of Education, 1969. 75p.
ED 040 936. EDRS Price: MF-$0.65; HC-$3.29.

Twelve basic objectives for the elementary school language listening program, eleven for the oral language program (speech), eleven for the reading program, and ten for the composition program are listed. Under each of the 44 objectives are listed several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program.

University of Washington, College of Education. New Directions in Teacher Education. Seattle: the College, 1970. 14p.
ED 045 547. EDRS Price: MF-$0.65; HC-Not available.

Described in this booklet are eight University of Washington teacher education projects in operation during the 1969-70 school year. They sought to develop and test various performance-based, field experience approaches as well as a management system in which the University and cooperating school districts provided released time or selected school personnel to serve as managers.

Voelker, Alan M. "Competencies Approach to Teacher Education," The Science Teacher, 37:37-39; September 1970.

The competencies that college students are supposed to demonstrate before being eligible for teacher certification are often not demonstrated by the teacher educators. Because of this, most college students view education courses as being irrelevant and trivial. This article presents a teacher preparation program in which individualized instruction is practiced, the student is made aware of those competencies that are expected of him and is given the opportunity to develop these competencies in real school situations.

Yarington, David J., and Barnes Boffey. "Report on a Performance Curriculum for Teacher Training," Journal of Reading, 15:115-18; November 1971.

A program is described in which students are to choose 25 out of 152 performance criteria to master. Only four specific performances are stipulated as required by the instructional staff. These four areas are (a) learning style interview, (b) knowledge of reading skills, (c) word analysis activities, and (d) an overview of beginning reading approaches.

ON WHAT KIND OF PERFORMANCE SHOULD TEACHER EDUCATION BE BASED?

Anthony, Bobbie M. A New Approach to Merit Rating of Teachers. Chicago: University of Chicago, Midwest Administration Center, 1968 [Reprint of article in Administrator's Notebook, 17; September 1968]. 4p. Publisher's Price: single copy, $0.25; discounts on quantity orders. ED 027 627. EDRS Price: MF-$0.65; HC-$3.29. [Page 3 is missing.]

The author states that classroom variables which not only influence pupil achievement but also are controllable by teachers must be determined for merit pay. He summarizes his study of 21 classrooms in which he found positive correlation between pupil achievement and variables such as teacher behavior and concrete objects.

Barr, A. S., and others. "Supplement: Report of the Committee on the Criteria of Teacher Effectiveness," Review of Educational Research, 22:238-64; June 1952.

The authors of this article seek to define the ideal role of the teacher with relation to the effect of the teacher on students, school operations, and school-community relations. A summary of the process of evaluating teachers' behaviors and effects is included, as well as the process for testing hypotheses concerning behaviors and effects of teachers.

Bradley, Ruth, and others. Measuring Teacher Competence: Research Backgrounds and Current Practice. Burlingame: California Teachers Association, 1967. 46p. Publisher's Price: $1.50. ED 040 152. EDRS Price: MF-$0.65; HC-$3.29.

To provide a common criterion for the evaluation of teaching, this booklet defines the idea of competence in terms of six areas. (A taxonomy of roles is appended.) The process of developing a measurement instrument is outlined which provides enough flexibility to allow adaptation to local goals and philosophy.

Broudy, H. S. "Can We Define Good Teaching," Teachers College Record, 70:583-92; April 1969.

Broudy scans blind alleys already traveled in the search for a definition of good teaching and offers an alternative path--distinguishing between didactic and encounter teaching and teachers. The former, computer-oriented, is easily defined; the latter, encouraging critical, creative learning and the like, is impossible to define.

Cooper, James G., and Katherine Bemis. "Teacher Personality, Teacher Behavior, and Their Effects Upon Pupil Achievement." Final Report. Albuquerque: University of New Mexico, College of Education, 1967. 156p.
ED 012 707. EDRS Price: MF-$0.65; HC-$6.58.

In this study 60 teachers were given the Edwards Personal Preference Schedule and were observed in classrooms with the Teacher Observation

Personality Schedule. Pupil achievement was measured as adjusted gain scores on achievement tests. Canonical analysis showed relationships which are discussed among the three sets of data.

Coulson, John E. The Teacher's Role in Classes Using Self-Study Materials. Santa Monica, Calif.: System Development Corporation, 1967. 3p.
ED 015 169. EDRS Price: MF-$0.65; HC-$3.29.

This document describes two studies designed to explore the role of the teacher in the classroom. An attempt is made to anticipate the day when the teacher will not be the primary source of information, but will function more as a classroom manager with the bulk of the information presented by programmed materials, films, or even computer-based instruction.

Disick, Renee S. Performance Objectives in Foreign-Language Teaching. ERIC Focus Reports on the Teaching of Foreign Languages, Number 25. New York: American Council on the Teaching of Foreign Languages; ERIC Clearinghouse on Languages and Linguistics, 1971. 9p.
ED 055 522. EDRS Price: MF-$0.65; HC-$3.29.

This report discusses the nature of performance objectives and how they may be classified. Ways in which performance objectives may be used in improving instruction are elaborated on in sections on (a) stating subject matter and higher goals as performance objectives, (b) taxonomic classification of performance objectives, and (c) limitations and advantages of performance objectives.

Fattu, N. A. "Research on Teacher Evaluation," National Elementary School Principal, 43:19-27; November 1963.

Research on teacher characteristics and on methods of assessing teacher behavior is reviewed, and the problem of determining the meaning of "effectiveness" discussed. A 27-item bibliography is provided.

Hanushek, Eric. "The Production of Education, Teacher Quality, and Efficiency," Do Teachers Make a Difference? A Report on Recent Research on Pupil Achievement. Washington, D.C.: Government Printing Office, 1970. pp. 79-99. Publisher's Price: $0.75, order number HE 5.258:58042.
ED 037 396. EDRS Price: MF-$0.65; HC-$3.29.

Teacher role in education and school efficiency in hiring were investigated in two large samples (713 schools; 2445 pupils) with a conceptual model of the educational process. Educational output was measured only with achievement tests. Among findings were that verbal ability, recency of education, and socioeconomic class experience are the best measures of teacher quality.

Hoyt, Donald P. "Identifying Effective Teaching Behaviors." Final Report. Manhattan: Kansas State University, December 1969. 136p.
ED 039 197. EDRS Price: MF-$0.65; HC-$6.58.

Tabulated and discussed in this report are the results of an investigation into the relationship between teacher behavior and student progress. Students in 708 undergraduate classes rated their progress toward defined objectives and their teachers' behavior. At least 16 teacher behaviors correlated positively with student progress, varying with class size and objectives.

Johnson, Charles E., and Gilbert F. Shearron. Selected Teacher Performance Specifications Generally Applicable to Teacher Education Curricula. GEM Bulletin 69-1. Athens: University of Georgia, College of Education, 1969. 45p.
ED 040 924. EDRS Price: MF-$0.65; HC-$3.29.

Rationale and procedures for the development of specifications based on actual teaching behavior are described. Classification of the specifications is based on the Taxonomy of Educational Objectives. Each of the 224 desired behaviors is classified according to the highest level of cognitive and affective development necessary for optimum performance.

Margules, Morton, and Virginia M. Keith. "A Study of Supervisors' Ratings of Most Effective and Least Effective Industrial Arts Teachers on Three Competency Dimensions," Journal of Experimental Education, 37:37-44; Summer 1969.

The study investigated the degree to which 52 industrial arts supervisors considered interpersonal relations, teaching techniques, and technical proficiency when each rated his best and worst teacher (N-104). The ratings and teaching dimensions correlated positively, and the latter were found to differentiate (unequally) between effective and ineffective teachers. Implications are noted.

Merritt, Daniel L. "Performance Objectives: A Beginning, Not an End," Contemporary Education, 43:209-12; April 1971.

A performance objective has three essential ingredients: (a) It should contain a statement of the behavior that you expect the student to perform, (b) it should state the conditions under which the student is expected to perform the desired behavior, and (c) it should specify the criterion level of performance that the student must reach in order to demonstrate that the objective has been achieved.

Metzner, Seymour. "The Teaching as Viewed by His Principal," Changing Education, 4:25; Winter 1969-70.

Citations from research show that principals rate teachers high who have harmonious relationships with colleagues, are good classroom managers, are sensitive to pupil needs, and hold educational beliefs similar to their principals. The author warns that principal evaluations may induce unnatural conformity in teacher behavior and tend to rate teachers without reference to pupil change.

Morsh, Joseph E., and Eleanor W. Wilder. Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952. Chanute Air Force Base, Ill.: Air Force Personnel and Training Research Center, 1954. 159p.

This research review contains summary and synthesis of 360 selected references in the categories of criteria for instructor effectiveness and of predictors (traits and qualities assumed to be related to instructor effectiveness). A 392-item bibliography is appended.

Musella, Donald. "Improving Teacher Evaluation," The Journal of Teacher Education, 21:15-21; Spring 1970.

The author reviews the limitations of relying on pupil growth, teacher characteristics, or classroom interactions as indicators of teacher effectiveness. He chooses rather to focus on teacher self-improvement through video tape; evaluation criteria would be decided upon by the individual rater and ratee.

Ornstein, Allan C. Teacher Behavior Research: Approaches, Limitations, and Recommendations. Based on chapters I, V, and VIII of "Selected Teacher Behavior Attributes Rated as Desirable by Ninth-Grade Disadvantaged Students and Ninth-Grade Teachers of the Disadvantaged." Unpublished Doctor's dissertation, New York University, 1970. 56p. ED 046 862. EDRS Price: MF-$0.65; HC-Not available.

This paper examines existing research on teacher behavior, identifies its limitations, and makes 33 recommendations for future research. Ornstein notes the lack of agreement on the categorization and measurement of teacher behavior, but points out the substantial agreement on students being the most worthwhile and reliable raters. A 222-item bibliography is included.

Performance and Process Objectives. Tucson, Ariz.: Educational Innovators Press, 1970. 30p. Available from Educational Innovators Press, Box 13053, Tucson, Arizona 85711.
ED 054 606. Not available from EDRS.

This booklet defines what is meant by performance and process objectives and how each type contributes to the steps necessary for incorporating accountability into the evaluation of a given educational program. Further, the booklet provides a set of procedures for developing and writing both performance and process objectives.

Perry, Richard R. "Evaluation of Teaching Behavior Seeks To Measure Effectiveness," College and University Business, 47:18-22; October 1969.

This research compressed 13,643 effective teaching behaviors idenfified by college students, alumni, and faculty into 60 behaviors. The behaviors were ranked by another group, yielding for each one a value factor to be used in computing effectiveness scores for teachers. The behaviors and rankings are listed.

Rosenshine, Barak. "Enthusiastic Teaching: A Research Review," School Review, 78:499-514; August 1970.

This review of correlational and experimental research studies assesses the relationship between teacher enthusiasm and pupil achievement. The studies are divided into two groups--those using high-inference measures and those using low-inference; positive relationships were found in both groups.

Rosenshine, Barak. "Teaching Behaviors Related to Pupil Achievement," Classroom Interaction Newsletter, 5:4-17; 1969.

Rosenshine reviews over twenty studies which have attempted to relate systematically-observed teaching behavior to adjusted measures of pupil achievement. The review is categorized into affective and cognitive behavior studies, most of which occurred in natural settings. Rosenshine ends with comments on behavior patterns and on the tentativeness of his conclusions.

Rosenshine, Barak. "To Explain: A Review of Research," Educational Leadership, 26:303-09; December 1968.

Rosenshine reviews eight studies of teacher effectiveness in explaining. The studies, all similar in design, are reviewed in terms of teacher consistency across two lessons, correlation between teacher effectiveness and ratings by pupils and supervisors, and behaviors exhibited most frequently by high- and low-achieving teachers.

Schalock, H. Del. "The Focus of Performance-Based Certification: Knowledge, Teaching Behavior, or the Products that Derive from a Teacher's Behavior." Paper presented for Conference on Performance-Based Certification, Florida State Department of Education, May 1970, Miami Beach. 10p.
ED 045 550. EDRS Price: MF-$0.65; HC-$3.29.

Schalock sees as the central question in performance-based certification whether performance beyond the knowledge level should be measured by teacher behavior, the product of teacher behavior, or both. He summarizes arguments for each position, as well as issues that need resolving if either is to become the basis for certification.

Shearron, Gilbert F., and Charles E. Johnson, comps. Specification Worksheets for Behaviors Drawn From Educational Principles. GEM Bulletin 69-21. Athens: University of Georgia, College of Education, 1969. 66p.
ED 040 934. EDRS Price: MF-$0.65; HC-$3.29.

Eighteen principles of instruction, thirteen principles of learning, five pinciples of organization, and four objectives for instruction in the media center are listed. Under each of the above forty are listed the teacher's objective, several teaching behaviors, teacher job description, and several suggested specifications for a teacher education program.

Shearron, Gilbert F., and Charles E. Johnson, comps. Specification Worksheets for Behaviors in the Arts and Sciences. GEM Bulletin 69-20. Athens: University of Georgia, College of Education, 1969. 80p.
ED 040 935. EDRS Price: MF-$0.65; HC-$3.29.

Nine objectives for the elementary school natural science program, thirteen for the mathematics program, eleven for the social studies program, eight for the art program, and eleven for the music program are listed. Under each of the 52 objectives are listed several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program.

Shearron, Gilbert F., and Charles E. Johnson, comps. Specification Worksheets for Cognitive Processes and Affective Behaviors. GEM Bulletin 69-22. Athens: University of Georgia, College of Education, 1969. 41p.
ED 040 933. EDRS Price: MF-$0.65; HC-$3.29.

These worksheets contain 23 objectives of the elementary school instructional program--12 in cognitive processes and 11 in affective learnings. Listed under each objective are several pupil learning behaviors, teaching behaviors, and the suggested specifications for a teacher education program. Procedures used to obtain the specifications are briefly described.

Smith, B. Othanel, ed. Research in Teacher Education: A Symposium. Washington, D.C.: American Association of Colleges for Teacher Education, 1971. 166p. Publisher's Price: $5.95; discounts to AERA members; available from Prentice-Hall, Englewood Cliffs, N.J.
ED 049 193. Not available from EDRS.

This book provides an overview of research on current developments and problems in the training of teachers. A full discussion of the task of conceptualizing teaching skills leads to a critical review of recent research into the effects of various types of teaching behavior upon pupils.

Swineford, Edwin J. "Critical Teaching Strategies," The Journal of Teacher Education, 22:29-36; Spring 1971.

There are some strategies that are instrumental for successful teaching. These strategies, involving judgment, meaningful experience, and judicious use, have been called critical teaching strategies by the author, who has isolated and grouped some of them into 10 clusters, each of which is described from an operational level. Suggestions for improvement are included following the discussion of each strategy.

Wright, Clifford J., and Graham Nuthall. "Relationships Between Teacher Behaviors and Pupil Achievement in Three Experimental Elementary Science Lessons," American Educational Research Journal, 7:477-91; November 1970.

The authors report c[illegible]elationship between pupils' (N=296) short-range knowledge gain after [illegible] 10-minute science lessons and teachers' (N=17)

behaviors recorded on tape during the lesson. Analysis favored teachers who ask direct questions, summarize at the end rather than the beginning of lessons, involve more pupils by redirecting questions, and praise responses.

Zoellner, Robert. "Behavioral Objectives for English," College English, 33:418-32; January 1972.

This article is a review-critique of On Writing Behavioral Objectives for English (Champaign, Ill.: Commission on the English Curriculum, National Council of Teachers of English, 1970. 136p.), a book edited by John Maxwell and Anthony Tovatt. According to Zoellner, most of the contributors exhibit one or more of three basic problems that eliminate them as being qualified to write on the topic of behavioral objectives. The book "devotes no more than perhaps 5 pages to actual student behavior, says hardly a single word about teacher behavior, and nothing whatsoever concerning . . . student-teacher behavior."

Arends, Robert L., and others. Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. Syracuse: Center for the Study of Teaching, 1971. 80p. Publisher's Price: $3.

Believing that instructional modules are the keystone of performance-based teacher education programs, the authors offer guidance in developing and writing modules. Skills covered are specifying objectives; developing hierarchies of modules; and designing, writing, and cataloguing modules. Sample modular clusters and modules comprise half of the handbook. A glossary and 13-item bibliography are included.

Baush, Jerold P. PM Evaluation Guidelines. GEM Bulletin 69-13. Athens: University of Georgia, College of Education, 1969. 9p.
ED 040 921. EDRS Price: MF-$0.65; HC-$3.29.

Guidelines for the evaluation of candidate performance are presented, including an outline of the three steps in the evaluation procedure: proficiency module (PM) entry appraisal (pretest), self-evaluation and the recording of activities, and PM exit appraisal (post-test). Six basic suggestions for the individual or group developing the PM are listed.

Florida State Department of Education. The Florida Program for Improving the Training, Evaluation, and Licensure of Educational Personnel. Tallahassee: the Department, 1971. 10p.
ED 055 050. EDRS Price: MF-$0.65; HC-$3.29.

This program is designed to move the state toward competency-based programs of teacher education, in which program decisions for trainees are made on the basis of demonstration by those trainees of pre-specified competencies. The strategy proposed has two major facets: to provide greater flexibility in the operation of local educational programs and to make local personnel accountable for results. A variety of teacher education programs will be used, and eventually teachers will be required to master only those competencies which have been demonstrated by research to relate to pupil learning.

Houston, Robert W., and others. Developing Instructional Modules, Rev. ed. Houston: University of Houston, College of Education, 1972. 187p.

The instructional module has evolved as a viable curriculum procedure for actualizing competency-based education. The purpose of this module is to facilitate the development of instructional modules by improving the competence of module developers. It was designed to model the approach to instruction. Included in the module are a basic work text, four slide-tape units, one audio-tape unit, and a director's guide.

Ricker, Kenneth S., and Michael L. Hawkins. Reactions of College Students to a Science Education Proficiency Module. Athens: University of Georgia, College of Education, 1969. 26p.
ED 040 928. EDRS Price: MF-$0.65; HC-$3.29.

Reported is an investigation into the feasibility of using proficiency modules (PMs) to instruct elementary science education students (N=17). Each student received a PM, consisting of performance behaviors and learning activities, and a laboratory handbook. Student reactions were all positive; 15 students completed all activities; and individual differences were accommodated.

Walter, Kenneth A. Authoring Individualized Learning Modules: A Teacher Training Manual. Rockville, Md.: Montgomery County Public Schools; Washington, D.C.: National Center for Educational Research and Development, 1970. 225p.
ED 047 529. EDRS Price: MF-$0.65; HC-$9.87.

Experienced teachers may learn from this manual how to construct individualized teaching packages. Based on the sequential steps for producing learning materials, a variety of activities for diagnostic, instructional, and evaluative purposes are included.

HOW CAN TEACHER PERFORMANCE BE IMPROVED?

Amidon, Edmund. "Interaction Analysis and Microteaching Skill Development in Teaching." Paper presented at American Psychological Association meeting, 1969, Washington, D.C. 26p.
ED 036 469. EDRS Price: MF-$0.65; HC-$3.29.

This paper presents a training model skit for use in improvement programs for in-service teachers. The model requires that the teacher understand interaction analysis and that a skilled supervisor be present. The author notes that the training model may be adapted for classroom use.

Amidon, Edmund J., and Evan Powell. Interaction Analysis as a Feedback System in Teacher Preparation. 1966. 13p.
ED 013 798. EDRS Price: MF-$0.65; HC-$3.29.

The results of this study dealing with training teachers in interaction analysis are presented in this document. It was found that student teachers trained in interaction analysis talked less in the classroom, were more indirect in the use of motivating and controlling behaviors, were more indirect in overall interaction patterns, and used more extended acceptance of student ideas.

Associated Organizations for Teacher Education. Instructional Technology in Teacher Education. Education/Industry Cooperation. Washington, D.C.: the Association, 1970. 15p.
ED 054 050. EDRS Price: MF-$0.65; HC-$3.29.

This task force report outlines a series of educational problems which demonstrate the need for increased use of instructional technology. A list of six benefits of instuctional technology for education is used as a basis for recommending changes in teacher education to include more use of and instruction in educational technology. The report concludes with a list of recommendations for teacher educators, industry representatives, and teacher organizations.

Bagley, Ayers, ed. Making Teacher Education More Relevant. Washington, D.C.: Society of Professors of Education, 1970. 102p.
ED 049 170. EDRS Price: MF-$0.65; HC-$6.58.

Three graduate students and one senior present views on the relevance of teacher education from their own experience and find that most programs are unsuccessful in preparing teachers for the world in which they will teach. The papers of three professors of education support these views and offer some suggestions for improvement by bringing teacher education courses into closer touch with the schools, changing the methods of teacher placement, and applying systematic research methods to the processes of teacher education.

Baird, Hugh, and others. A Behavioral Approach to Teaching. Dubuque, Iowa: Wm C. Brown Co., 1972. 252p.

This course is a departure from the traditional college course; it is divided into fifteen topics including teacher-pupil relations, behavioral

objectives, analysis of objectives, non-oral teaching, asking questions, and teaching psychomotor lessons. Each topic is divided into six sections covering introduction, behavior objectives, ideas to be learned, preassessment, learning activities, and evaluation and grading sheets. A course evaluation questionnaire is included.

Beery, John R. Professional Preparation and Effectiveness of Beginning Teachers. Coral Gables, Fla.: University of Miami, 1960. 90p.
ED 052 156. EDRS Price: MF-$0.65; HC-$3.29.

This study compares the teaching effectiveness of beginning teachers who are provisionally certified because of lack of all or some of the prescribed professional preparation in education courses with teachers who have met full certification requirements. The comparisons overwhelmingly favored the teachers who had completed the professional sequence of education courses which implies that education courses have a legitimate place in the required program of teacher preparation.

Borg, Walter R. The Minicourse as a Vehicle for Changing Teacher Behavior: The Research Evidence. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1969. 14p.
ED 029 809. EDRS Price: MF-$0.65; HC-$3.29.

Reported is a field test of Minicourse One, in which 48 teachers were videotaped during 20-minute pre-and post-minicourse lessons. Analysis showed, in part, significant gains in 10 of 12 behaviors, increase in teachers' use of higher cognitive questions and in students' length of response, and no difference in learning between sexes.

Borg, Walter R. "The Minicourse Instructional Model." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 6p.
ED 037 388. EDRS Price: MF-$0.65; HC-$3.29.

This paper notes the development, field testing, and advantages of minicourses. Seventeen minicourses in various stages of development or completion are listed with their course goals.

Borg, Walter R., and others. The Minicourse: A Microteaching Approach to Teacher Education. Beverly Hills, Calif.: Macmillan Educational Services, 1970. 256p. Publisher's Price: $5.97.

This paperback book reports progress to date (1970) in the development of minicourses--short, self-instructional courses designed to train teachers in specific classroom skills. The report emphasizes the significant contribution of minicourses to teacher education and describes how research and development through minicourses function in education.

Codwell, John E. "A Demonstration of the Effect of an Adaptation of Microteaching on the Instrucational Behavior of Rural School Teachers." Final Report. Atlanta: Southern Association of Colleges and Schools, 1969. 80p.
ED 034 620. EDRS Price: MF-$0.65; HC-$3.29.

Microteaching in the classroom had a significant effect on the instructional behavior of 51 teachers in rural schools in Tennessee, Georgia, and Florida. This study found that the variables of sex, level of teaching, and years of experience did not influence improvement.

Cooper, James, M., and others. Microteaching: Selected Papers. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971. 63p.
ED 055 960. EDRS Price: MF-$0.65; HC-$3.29.

The first of these two papers, "Microteaching: History and Present Status," defines, outlines the history, explains the rationale, and gives the uses of microteaching. A 58-item bibliography is included. The second paper, "Microteaching in Teacher Education Programs," considers three programs: (a) the original Stanford Teacher Education Project, (b) the Brigham Young University Program, and (c) the San Jose State College Study.

Cruickshank, Donald R. "Conceptualizing a Process for Teacher Education Curriculum Development," The Journal of Teacher Education, 22:73-82; Spring 1971.

One of several objectives of a workshop held by the American Association of Colleges for Teacher Education (AACTE) was to engage participants in thinking through processes for developing the teacher education curriculum. The participants did this, and a theory for teacher education curriculum was conceptualized and expressed in the form of a model. This model is presented here in its most recent form.

Cruickshank, Donald R. Simulation as an Instructional Alternative in Teacher Education. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971. 37p.
ED 053 067. EDRS Price: MF-$0.65; HC-$3.29.

This paper is an attempt to put together selected data that can be useful to teacher educators who are faced with the increasing demands to develop more relevant professional curricula. The general purpose is to acquaint the reader with simulation as an instructional alternative in teacher education. Many ways that simulation can be used and the general advantages of simulation are cited.

Fuller, Frances F. Personalized Education for Teacher Educators. Austin: University of Texas, Research and Development Center for Teacher Education, 1970. 68p.
ED 048 105. EDRS Price: MF-$0.65; HC-$3.29.

The general purpose of this manual is to present a system of ideas and procedures that make it possible to personalize the education of elementary teachers and, by extension, the education of students of all ages. The first half of the manual is designed to help teacher educators to understand what prospective teachers are concerned about, and the second half describes application of the model and what it involves.

Gall, Meredith, and others. "Minicourse Five: Tutoring in Mathematics." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 19p.
ED 037 387. EDRS Price: MF-$0.65; HC-$3.29.

Reported is the field testing of Minicourse Five among 49 teachers who showed major gains in demonstration techniques, diagnostic questioning, and verbal praise. The minicourse is currently undergoing more field testing.

Gall, Meredith, and others. "The Relationship Between Personality and Teaching Behavior Before and After In-Service Microteaching Training." Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1969. 12p.
ED 031 448. EDRS Price: MF-$0.65; HC-$3.29.

The authors report on field testing of Minicourse One, "Effective Questioning in a Classroom Discussion," among elementary school teachers. Results indicate that the minicourse may reduce individual differences in teaching style among males, partially cancelling out the influence of personality. Female behavior changes were not related to personality.

Gazda, George M. A Design for an Inservice Program in Human Relations for Teacher Educators. Athens: University of Georgia, College of Education, 1970.

Good teaching is composed of at least two basic elements: teacher knowledge of course content and teacher ability to relate to students. The program outlined in this document deals with the second element and describes the basic content and the means of implementing a training program in human relations skills for teacher educators.

Haberman, Martin. "Educating the Teachers: Changing Problems. Part Two: Elements of the System," ASCD Yearbook, 1971, pp. 110-26.

This article critizes the preparation of teachers and offers several ways in which important changes in teacher education could come about.

Joyce, Bruce, and others. "Sensitivity Training for Teachers: An Experiment," The Journal of Teacher Education, 20:75-83; 1969.

This paper reports the first of a set of investigations designed to develop a training program to increase the sensitivity of a teacher to the frame of reference of the learner. The first investigation examined the effects of such a program, and as an adjunct to the central study, made a comparison of the communication styles of teachers both under simulated conditions and in the normal classroom situation.

Kelley, Majorie L. "Teacher Behaviors That Improve the Pupils' Use of Language." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 17p.
ED 037 394. EDRS Price: MF-$0.65; HC-$3.29.

The design and field testing of Minicourse Two, expected on the market by mid-1970, is reported. Designed to equip teachers to meet the needs of pupils with minimal language experience, the course was field-tested with kindergarten teachers and pupils from black, migrant white, and Mexican-American communities.

Langer, Philip. "The Range of Teaching Skills That Can Be Changed by the Minicourse Model." Paper presented at American Psychological Association annual meeting, 1969, Washington, D.C. 30p.
ED 032 293. EDRS Price: MF-$0.65; HC-$3.29.

This report describes five minicourses (1,2,3,5,8) and their field testing in schools. All the minicourses, each dealing with a specific skill such as questioning in a high school class discussion or tutoring elementary school mathematics, successfully provided teachers with ways of approaching problem situations.

Langer, Philip, and G. Edward Allen. "The Minicourse as a Tool for Training Teachers in Interaction Analysis." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 27p.
ED 037 393. EDRS Price: MF-$0.65; HC-$3.29.

This paper describes the design and field-testing of Minicourse Four, which trains teachers to categorize their own classroom behavior and to improve it, to move towards indirect teaching, and to learn the fundamentals of matrix analysis. Field-testing with 24 teachers indicate that revision is needed. Minicourse materials include a handbook, video tape materials, and model clips.

Lefforge, Orland S. Inservice Training as an Instrument for Change. Gainesville: University of Florida, Institute for Higher Education, 1971. 61p.
ED 055 577. EDRS Price: MF-$0.65; HC-$3.29.

This plan for improving community college instruction uses an in-service training program as a primary vehicle for change. The objectives to be achieved are (a) develop a climate for educational innovation; (b) develop individual initiative in professional growth; (c) coordinate training resources, faculty efforts, and college goals; and (d) increase accountability in use of in-service training resources.

McKnight, Philip C., and David P. Baral, comps. Microteaching and the Technical Skills of Teaching: A Bibliography of Research and Development at Stanford University, 1963-1969. Research and Development Memorandum No. 48. Stanford: Stanford University, School of Education, 1969. 9p.
ED 030 621. EDRS Price: MF-$0.65; HC-$3.29.

Included in this 66-item bibliography are published and mimeographed materials, doctoral dissertations, and three films developed at Stanford from 1963 through May 1969. The technical teaching skills covered include particular teacher behaviors (e.g., reinforcement, probing), more general skills (e.g., explaining), and specific foreign language and social studies teaching skills.

Medley, Donald M. "The Language of Teacher Behavior: Communicating the Results of Structured Observations to Teachers," The Journal of Teacher Education, 22:157-65; Summer 1971.

This article discusses the use of rating devices, analytical studies of classroom interaction, systematic observations, and video tape recordings as feedback devices in the improvement of teaching. On the basis of results from a study of closed-circuit television in student teaching, the author concluses that a verbal "language" which can be used to describe teacher behaviors is needed to make feedback effective.

Melching, William H., and others. Introducing Innovation in Instruction: In-Service Teacher Workshops in Classroom Management. Alexandria, Va.: Human Resources Research Organization, 1970. 42p.
ED 048 098. EDRS Price: MF-$0.65; HC-$3.29.

This is a report of a series of three teacher workshops dealing with development and use of instructional objectives stated in performance terms, implementation of the concepts of learning modules and mastery tests, and application of contingency management techniques for controlling student behavior in the classroom. The program provided the participant with first hand practice and experience.

Ober, R. L., and others. Systematic Observation of Teaching: An Interaction Analysis Approach. Englewood Cliffs, N.J.: Prentice Hall, 1971.

A how-to-do-it book which presents a system for teacher self-improvement through increased awareness of, and control over, the teacher's own behavior. Included are complete instructions for using two interaction analysis systems devised by the authors, although the basic procedure is applicable to any such system.

Pereira, Peter, and William Guelcher. The Skills of Teaching: A Dynamic Approach. TEC Occasional Paper No. 2. Chicago: University of Chicago, Graduate School of Education, Teacher Education Center, 1970. 27p.
ED 049 162. EDRS Price: MF-$0.65; HC-$3.29.

The authors discuss the weaknesses of the standard approach to microteaching and offer a "dynamic skills approach" which has been used at the University of Chicago. In this approach a skill is developed in a context, with a purpose, and in view of what has preceded it and what may follow it.

Sandefur, J. T., and Alex A. Bressler. Classroom Observation Systems in Preparing School Personnel. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 32p.
ED 036 483. EDRS Price: MF-$0.65; HC-$3.29.

This state-of-the-art paper describes the more important classroom observation systems grouped into affective, cognitive, and multidimensional categories. It concludes that the systems (affective being the most widely used) have contributed to a greater emphasis on laboratory experiences and "humanizing" teaching. A 32-item bibliography is appended.

Sandefur, J. T., and others. An Experimental Study of Professional Education for Secondary Teachers. Final Report. Emporia: Kansas State Teachers College, 1967. 150p.
ED 022 724. EDRS Price: MF-$0.65; HC-$6.58.

A project is reported in which the teaching behavior of secondary education students (N=52) in a conventional program was compared with that of those students (N=62) in an experimental program coordinating laboratory experiences with selected readings and seminars. Results imply that traditional programs are less likely to produce desirable teacher behavior.

Smith, E. Brooks. Needed: A New Order in Student Teaching That Brings Joint Accountability for Professional Development. 1968. 16p.
ED 023 624. EDRS Price: MF-$0.65; HC-$3.29.

A new interinstitutional instrument for cooperative teacher preparation and curriculum development is needed, and a cooperative clinical teaching center that would focus both on staff development and operational research is suggested in this document to satisfy that need.

Twelker, Paul A. "Classroom Simulation and Teacher Preparation," School Review, 75:197-204; Summer 1967.

The author describes the techniques of simulation, enumerates several reasons behind its development, summarizes the skills that simulation develops in prospective teachers, and capsules research data on simulation variables.

Woolman, Lorraine. The Effect of Video-Taped Single Concept Demonstrations in an In-Service Program for Improving Instruction. Houston: University of Houston, College of Education, Bureau of Education Research and Services, 1969. 68p. Publisher's Price: $2.50.
ED 032 771. EDRS Price: MF-$0.65; HC-$3.29.

This study investigates the effectiveness of microteaching in changing the practices and viewpoints of different types of teachers and points out the advantages of microteaching. The study found that, although young teachers learned faster, older teachers adapted their learning more effectively to the classroom.

Wright, J. Zeb, ed. Models for Revising Teacher Education. Charleston: West Virginia State Department of Education, 1971. 67p.
ED 054 081. EDRS Price: MF-$0.65; HC-$3.29.

This report presents five papers, each of which describes a model for improved teacher education. The papers are "Levels of Involvement: A Descriptive Theory Model"; "A Humanistic Approach to Education"; "A Proposal for an Experimental Program in Professional Preservice Education"; "The Legitimate Role of the Professors in Teacher Preparation"; and "A Model for a Multi-Institutional Teacher Education Center."

Yevish, Irving A. "The Observation Fallacy," Educational Forum, 32:171-75; January 1968.

Yevish discounts the value of classroom observation as a useful supervisory technique. He discusses several reasons for his criticism of observation as practiced by principals and supervisors and he maintains that evaluation of student learning is the only legitimate path to the evaluation of teaching.

Young, David B. "Teacher Education Centers Make a Difference." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 14p.
ED 044 356. EDRS Price: MF-$0.65; HC-$3.29.

Young reports the success of the Teacher Education Center cooperatively developed and administered by the University of Maryland and local schools. Comparative data on center and non-center student teachers favor the former in teaching techniques and attitudes. The center offers frequent supervisory conferences and experience with selected media, team teaching, and programmed learning.

Young, Dorothy A., and David B. Young. "The Effectiveness of Individually Prescribed Microteaching Training Modules on an Intern's Subsequent Classroom Performance." Paper presented at American Education Research Association annual meeting, February 1969, Los Angeles. 23p.
ED 030 586. EDRS Price: MF-$0.65; HC-$3.29.

The authors report on studies underway at Johns Hopkins University and the University of Maryland Teacher Education Center on the effectiveness of microteaching training modules. Preliminary findings support the hypothesis that interns who experience microteaching (N=10) acquire more selected teaching behaviors and alternative teaching patterns than those who do not (N=22).

HOW CAN TEACHER PERFORMANCE BE ASSESSED?

Anderson, C.C., and S. M. Hunka. "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, 33:74-95; Winter 1963.

This article reviews research and represents an attempt to apply the psychology of learning and the techniques of multivariate statistical analysis to the problems of teacher evaluation. Expermental designs and procedures are suggested which provide a method of investigating a large source of variation--the evaluators themseleves. A 124-item bibliography is included.

Baird, Hugh. "Evaluating Teacher Episodes." Provo, Utah: Brigham Young University [n.d.]. 6p.
ED 028 152. EDRS Price: MF-$0.65; HC-$3.29.

Items on the "Concept Teaching Evaluation Form" are described, as well as its effective use at Brigham Young University by teams evaluating micro-teaching performance to promote teacher self-evaluation. Check-list items are learning sequence; contact with referent; involvement of learners; manner of presentation and classroom bearing; and evaluaiton of pupil learning, concept, and cognitive level.

Baral, David P., and others. A Taxonomy of Teaching Behaviors: Progress Report and Listing and Preliminary Classification of the Item Pool. Research and Development Memorandum No. 36. Stanford, Calif.: Stanford University, School of Education, Center for Research and Development in Teaching, 1968. 54p.
ED 049 157. EDRS Price: MF-$0.65; HC-$3.29.

This report summarizes the work done from 1966-68 on a comprehensive observation system which encompasses the objectives of all existing instruments and provides a coordinated vocabulary. Discussed are rationale, history of a development, current status, and refinement. The item pool (1137 statements), a summary showing gaps in distribution, and a 26-item bibliography are appended.

Bolton, Dale. Selection and Evaluation of Teachers: An Interpretive Study of Research and Development. Final Report. Seattle: University of Washington, 1970. 268p.
ED 054 088. EDRS Price: MF-$0.65; HC-$9.87.

This study was designed to acquire and synthesize research and development information regarding selection and evaluation of teachers which could be used by practicing administrators, teachers, and board of education members to improve school personnel practices. Information is included about the practices of 67 school districts, 95 businesses, and 19 government agencies in all regions of the United States.

Bolton, Dale L. Teacher Evaluation. PREP [Putting Reseach into Educational Practice] Kit No. 21. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1971. 57p.
ED 044 546. EDRS Price: MF-$0.65; HC-$3.29.

The packets in this folder summarize in simple language information on the preparation for, and purposes and problems of, teacher evaluation; criteria development; teacher observation; measurement instruments; post-observation conferences; and assessment of the evaluation process. A 73-item bibliography and 10-item bibliography of ERIC documents are included. The packets are reproducible.

Brown, Bob Burton, and Robert S. Soar. Available Tools and Techniques for Evaluating Innovations. Gainesville: University of Florida, College of Education, 1971.

There are three basic types of measures, all of which must be included in the process of effective evaluation: presage, process, and product. Presage means something that foretells or predicts, and presage measures relating to predictive characteristics of teachers, pupils, and programs can be very useful if related to both process and product measures. Process measures describe what happens during the operation of a particular program, and until recently went unmeasured due to lack of tools and techniques to do that job. Finally product measures are concerned with the level of pupil performance which can be attributed to the program in question.

Burkhart, Robert C., ed. The Assessment Revolution: New Viewpoints for Teacher Evaluation. Proceedings of the New York State Symposium on Evaluation in Education. Albany: New York State Education Department, Division of Teacher Education and Certification; Buffalo: State University of New York, Buffalo College, 1969. 343p.
ED 036 485. EDRS Price: MF-$0.65; HC-$13.16.

The speeches and discussions collected in this volume focus on performance-based teacher evaluation, teacher certification, and program evaluation. Included in these responses to the state's call for a new approach to teacher education and certification are a model for performance evaluation certification, a comparative analysis of observation techniques, and an extensive bibliography.

DeProposo, Ernest R. "Personnel Evaluation as an Impetus to Growth," Library Trends, 20:60-70; July 1971.

Results of a literature review on the subject of performance evaluation are given, and four major trends in the evaluation of performance are listed. The author believes that the goals method approach in evaluating personnel would provide impetus to staff development and growth.

Furst, Norma, and others. Interaction Analysis: Selected Papers. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971. 59p.
ED 055 961. EDRS Price: MF-$0.65; HC-$3.29.

This report comprises three papers that (a) review significant projects designed to teach the behavior recording, or interaction analysis, technique to teachers in training; (b) describe the major important affective, cognitive, and multidimensional systems and their use in preservice education; and (c) report on an investigation of the use of microteaching and interaction analysis.

Haberman, Martin. "Behavioral Objectives: Bandwagon or Breakthrough," The Journal of Teacher Education, 19:91-94; Spring 1968.

This discussion touches on some of the common issues related to the behavioral objectives approach to curriculum development. They cannot be ignored and must be contended with, since this approach promises to be the major vehicle for revising curriculum in the future.

Howell, John J. Performance Evaluation in Relation to Teacher Education and Teacher Certification. April 1971. 27p.
ED 055 974. EDRS Price: MF-$0.65; HC-$3.29.

Performance evaluators for both teacher education and teacher certification are confronted with the problems of defining all the kinds of jobs that teachers are expected to fill and adequately describing the social and institutional settings in which the jobs exist. The evaluator must (a) take into consideration what the teacher is trying to accomplish, (b) have a justified theory of teaching, and (c) take care to eliminate error in the assessment of student learning.

Jackson, Rex. Developing Criterion-Referenced Tests. Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1970. 18p.
ED 041 052. EDRS Price: MF-$0.65; HC-$3.29.

Present definitions of the criterion-referenced tests are discussed, insufficiences noted, and a new definition proposed. Some examples of criterion-referenced tests are examined, and the utility of item form processes is assessed. It is suggested that the difficulty of objectively defining a test construction process is directly proportional to the complexity of the behavior the test is designed to assess. Problems and doubts with regard to the development of criterion-referenced tests for complex behavior domains are noted.

Johnson, Charles E., and Jerold P. Bauch. Competency Based Teacher Evaluation Guide. Athens: University of Georgia, College of Education, 1970. 24p.

The checklist presented in this document is an initial attempt to provide a guide that would be effective in determining the extent to which teaching personnel at various levels have acquired particular competencies. Evaluation in this guide is based on professional opinion or judgment, and it is recommended that the evaluators be carefully selected from among the most highly qualified specialists available.

Justiz, Thomas B. "A Reliable Measure of Teacher Effectiveness," Educational Leadership, 3:49-55; October 1969.

The author reports on the design and testing of a valid, reliable instrument which measures general teaching ability in terms of pupil achievement (mean post-test scores). The instrument, which also identifies other predictors of teacher effectiveness, consists of pupil tests and teacher kits. Procedures influencing reliability and validity are detailed throughout the article.

Lawson, Dene R. "Indicators of Teacher Ability To Relate to Students." Paper presented at the American Educational Research Association annual meeting, 1971, New York. 26p.
ED 050 008. EDRS Price: MF-$0.65; HC-$3.29.

The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students. The rating was performed by 100 high school students who viewed 50 videotapes of teacher interns.

McNally, Harold I. "Teacher Evaluation That Makes a Difference," Educational Leadership, 29:353-57; January 1972.

Evaluation which has as its objective the improvement of the quality of children's learning experiences should be a cooperative study of the entire teaching and learning situation. This includes the teacher, the children, the facilities, the materials available, the conception of education held by the principal and his staff, the pupil evaluation, marking and reporting practices used, and the time schedule.

McNeil, John D. "Performance Tests: Assessing Teachers of Reading." Paper presented at the California Educational Research Association annual meeting, 1971, San Diego. 10p.
ED 054 200. EDRS Price: MF-$0.65; HC-$3.29.

The rationale and description of tests of teaching power by which teachers have an equal chance to show their relative ability to effect pupil's achievement in reading skills are discussed. Illustrations of these performance tests and a means for administering them are also presented. Data in support of teaching performance tests in reading are reported along with information about teacher resistance to such tests.

Medley, Donald M. Specifications for a New Teacher Examination: A First Approximation. Princeton, N.J.: Educational Testing Service, 1970. 89p.
ED 055 094. EDRS Price: MF-$0.65; HC-$3.29.

Suggestions are offered for constructing a test which would predict how a teacher would teach, thus providing school personnel officers, teacher certification agencies, and other clients with an index of the degree to which a candidate has mastered the content of teacher education. Three tasks in constructing this type of teacher examination are emphasized.

Medley, Donald M., and Harold E. Mitzel. "Measuring Classroom Behavior by Systematic Observation," Handbook of Research on Teaching, edited by N. L. Gage. Chicago: Rand McNally, 1963. pp. 247-328.

The authors critically review past efforts at classroom observation and call attention to "more powerful modern statistical methods" which could have been employed. The review, with excerpts from many instruments, evaluates measures of teacher behavior, classroom climate, and multiple classroom dimensions. Rules for planning and quantifying instruments constitute the latter half of the chapter.

Mitzel, Harold E., and Cecily F. Gross. "The Development of Pupil-Growth Criteria in Studies of Teacher Effectiveness," Educational Research Bulletin, 37:178-87,205-15; October/November 1958.

In a review of research studies using pupil-growth criteria from 1921-51, the authors analyze the logic and methods by which growth criteria were developed (raw gain, achievement quotient, and regression methods). They go on to examine problems in conceptualizing teacher effectiveness, controlling experimental conditions, and choosing appropriate methods of analysis.

Mueller, Dorothy G. "How To Evaluate Teaching," The Journal of Teacher Education, 22:229-44; Summer 1971.

This article offers a brief summary and an extensive bibliography on the literature surrounding the topic of teacher evaluation. The citations in the article are taken from the ERIC collection and the collection of the ERIC Clearinghouse on Teacher Education.

Openshaw, M. Karl, and others. "Development of a Taxonomy for the Classification of Teacher Classroom Behavior." Columbus: The Ohio State University, Research Foundation, 1966. 223p.
ED 010 167. EDRS Price: MF-$0.65; HC-$9.87.

Reported are the development, testing, and validation of a taxonomy categorized along four dimensions--source, direction, sign, and function. Following initial testing in 30 classroom observations, the taxonomy was modified and validated in filmed and live observations. Pilot and validation study instruments, coding instructions, and observation forms are appended.

Payne, David A. Estimating Cost for Development of Candidate Performance Evaluation Procedures. GEM Bulletin 69-7. Athens: University of Georgia, College of Education, 1969. 14p.
ED 040 929. EDRS Price: MF-$0.65; HC-$3.29.

Cost unit tables are presented with instructions for their use in estimating the total cost of evaluating a given instructional objective or group of objectives. Included is a list of analytical procedures to be followed in the development of any device to evaluate student performance. A 25-item bibliography is included.

Peck, Lucy, and Bruce R. Joyce. "Situational Assessment of Strength and Sensitivity in Teaching," The Journal of Teacher Education, 33:67-81; 1972.

This article reports an empirical study into two aspects of teaching behavior: one, called strength, refers to behaviors by which teachers initiate structure into the interactive teaching-learning situation; the other, called sensitivity, refers to the teacher's modulation or adaptation to the behavior of the learner.

Popham, W. James. "Development of a Performance Test of Teaching Proficiency." Los Angeles: University of California, 1967. 172p. ED 013 242. EDRS Price: MF-$0.65; HC-$9.87.

An instructional unit and tests for evaluating teachers by pupil growth were developed and field tested. Experienced and inexperienced teachers (N=38) were given instructional objectives but were not restricted in teaching style. Insignificant differences between pupil growth produced by experienced and inexperienced teachers were attributed partly to all teachers' inexperience with teaching to objectives. Unit and tests are appended.

Popham, W. James. "Performance Tests of Teaching Proficiency: Rationale, Development, and Validation," American Educational Research Journal, 8:105-17; January 1971.

This article presents the format and results of a study designed to develop and subsequently test the validity of performance tests in the fields of social science, electronics, and auto mechanics. Results failed to confirm the prediction that experienced teachers would promote significantly better achievements of given instructional objectives than would non-teachers. The explanation offered for this result was based on the teacher's lack of skill in achieving preset behavioral changes in learners.

Popham, W. James. "Teaching Skill under Scrutiny," Phi Delta Kappan, 52:599-602; June 1971.

Recent studies indicate that experienced teachers may not be more proficient than people off the street in causing behavior changes in learners. This article summarizes those investigations and the rationale underlying them and offers recommendations for altering an unacceptable state of affairs in the teaching profession.

Popham, W. James, ed. Criterion-Referenced Measurement: An Introduction. Englewood Cliffs, N.J.: Educational Technology Publications, 1971. 113p. Publisher's Price: $5.95.
ED 053 200. Not available from EDRS.

At the 1970 meeting of AERA a symposium, jointly sponsored by the National Council on Measurement in Education, was presented on the topic "Criterion-Referenced Measurement: Emerging Issues." The following papers were presented: "Instructional Technology and the Measurement of Learning Outcomes: Some Question" (Robert Glaser); "Implications of Criterion-Referenced Measurement" (W. James Popham and T. R. Husek); "A Criterion-Referenced Test" (Robert Glaser); "The Applicability of Criterion-Referenced Measurement by Content Area and Level" (Alfred D. Garvin); "Evaluative Aspects of Criterion-Referenced Measures" (Richard C. Cox); and, "Indices of Adequacy for Criterion-Referenced Test Items" (W. James Popham).

Queer, Glenn. "An Analysis of Teacher Rating Scales: A National Survey." Pittsburgh, Pa.: Pittsburgh Public Schools, Office of Research, 1969. 12p.
ED 030 968. EDRS Price: MF-$0.65; HC-$3.29.

Reported in this paper are the teacher rating practices of 53 large school districts. A brief summary and frequency count of responses is given for each of the following categories (and their subcategories): purposes of rating scale, type of scale, person(s) rating, teachers rated, frequency of rating, and content of rating.

Quirk, Thomas J., and others. "Comparison of Teacher Behavior at Different Grade Levels Within Project PLAN: A Program of Individualized Education." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis. 19p.
ED 039 185. EDRS Price: MF-$0.65; HC-$3.29.

Included are descriptions of the Teacher Observation Scale (TOS); a 17-category system developed to record teacher verbal behavior in classes using program of individualized instruction; the training of 8 observers to use TOS; and its use in a study of 1-hour classroom behavior samples of 98 PLAN and non-PLAN teachers.

Remmers, H. H. "Rating Methods in Research on Teaching," Handbook of Research on Teaching, edited by N. L. Gage. Chicago: Rand McNally, 1963. pp. 329-78.

This chapter reviews the genera and species of rating scales and their properties. Attention is given to the methodologies and theories of the following: numerical, graphic, standard, cumulated points, and forced-choice scales; and sociometric techniques, semantic differential, and Q-technique and self-anchoring ratings. A research review of practical matters, as, for example, merit rating, concludes the chapter.

Roberson, E. Wayne. Teacher Self-Appraisal Source Book. Tucson: Educational Innovators Press, 1970. 69p. Publisher's Price: $4.95.
ED 041 864. EDRS Price: MF-$0.65; HC-$3.29.

The Teacher Self-Appraisal Observation System (TSA) is presented, along with definitions and complete instructions for its use. The four-phase process involves planning, video-taping classroom performance, coding, and analysis. The 32-category system for planning and coding includes affective and cognitive objectives, closed and open teaching methods, and verbal and nonverbal expressions.

Roberts, W. Glyn. "How To Apply a Systems Analysis Approach to Education," Education Canada, 10:9-13; September 1970.

If schools hope to cope with the more numerous, more varied, and more mobile clientele of the future, they will have to make much wiser use of today's technology and talent. One way is by applying a systems analysis approach to education that would be an honest assessment of objectives and a determination to do what should be done.

Rosenshine, Barak. "Some Criteria for Evaluating Category Systems: An Application to the Topic Classification System," Classroom Observation. AERA Monograph Series on Curriculum Evaluation, No. 6. Chicago: Rand McNally. pp. 109-31. Publisher's Price: $4.50.

This critique of James Gallagher's Topic Classification System, a tool for categorizing cognitive classroom interaction, suggests revisions of the system and more complete analysis of the data obtained with it, but recommends its use in future investigations because of its organization and "unique elements."

Rosenshine, Barak. "The Stability of Teacher Effects Upon Student Achievement," Review of Educational Research, 40:647-62; December 1970.

This article analyzes the procedures and results of nine research studies which focused on the question of whether a teacher who is effective once is equally effective a second time. Effectiveness refers to "residual class mean achievement scores in which a measure of prior achievement or student aptitude is used to adjust post-test scores by regression."

Ryans, David G. Characteristics of Teachers: Their Description, Comparison, and Appraisal; A Research Study. Washington, D.C.: American Council on Education, 1960. 416p. Publisher's Price: $7.50.

This is a complete report of a nine-year investigation to identify major patterns of teacher behavior, attitudes, viewpoints, and intellectual and emotional qualities. The study also developed instruments suitable for the estimation of patterns of classroom behavior and personal qualities.

Shaftel, Fannie R. "The Stanford Evaluation of Nine Elementary Teacher Training Models." Final Report. Washington, D.C. U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, 1969. 78p.
ED 037 395. EDRS Price: MF-$0.65; HC-$3.29.

This project evaluated the nine elementary teacher training models funded by USOE. The models were studied intensively by sub-teams and discussed and criticized by the entire team over a period of three months. They were further explored in consultation with representatives of each of the models in a 2-day conference. This report presents general comments involving perceived strengths and weaknesses of all the programs and analyses of each of the nine models. The major issues treated are individualized instruction for prospective teachers, modeling behavior, systems analysis and computer technology, behavioral objectives, coalitions, and innovations and change.

Simon, Anita, and Gil E. Boyer, eds. "Mirrors for Behavior: An Anthology of Classroom Observation Instruments" [entire issue], Classroom Interaction Newsletter, 3:1-233; January 1968. Publisher's Price: $6; available from Anita Simon, Research for Better Schools, Philadelphia.
ED 029 833. Not available from EDRS.

Twenty-six cognitive and affective classroom observation instruments are abstracted in this anthology; data collection methods, purposes and implication, observer reliability procedures, and categories' used in coding behavior are described for each one. A 369-item bibliography is included.

Simon, Anita, and Gil E. Boyer, eds. Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools, 1969. Over 3300p. Available from selected university libraries and R&D centers through interlibrary loans.
ED 031 613. Not available from EDRS.

This anthology of 79 classroom observation systems includes descriptions and rationales written by authors of the systems and, when available, research study findings, user's manuals, and other supplementary material. Type of communication measured and learning setting vary widely among instruments.

Skager, Rodney. "The System for Objectives-Based Evaluation--Reading," Center for the Study of Evaluation, 3:6-11; September 1971.

The System for Objectives-Based Evaluation--Reading (SOBE-R) is a child of the movement toward vigorous evaluation and accountability in American education. As such, it is intended as a tool for evaluating reading programs and managing instruction in the classroom. In a more fundamental sense, the development of SOBE-R will provide similar information systems in other areas of instructional content.

Stemnock, Suzanne K. Evaluating Teaching Performance. ERS Circular No. 3. Washington, D.C.: National Education Association, Educational Research Service, 1969. 65p. Publisher's Price: $1.50; discounts on quantity orders.
ED 033 488. EDRS Price: MF-$0.65; HC-Not available.

This circular provides information on techniques currently (January 1969) being used to evaluate teaching performance. Responses to a questionnaire by 213 school systems are tabulated and coded by enrollment size. Frequency of evaluation, evaluator, and evaluation form and procedure, and appeal procedure are covered. Eleven representative forms are appended.

Thomson, J. "A Note on the Evaluation of Teaching Performance," Journal of Educational Administration, 9:74-78; May 1971.

This article presents a critical examination of the assumptions underlying the selection of certain criteria in "The Evaluation of Teaching Performance," Journal of Educational Administration, VII, October 1969.

Turner, Richard L. Levels of Criteria. Appendix A, The Power of Competency-Based Teacher Education, edited by Benjamin Rosner and others. Princeton, N.J.: Educational Testing Service; Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1971.
SP 005 318. Not available from EDRS.

The levels of criteria presented here are intended to make clear the points at which feedback to teacher education programs could be generated and the points at which performance-based certification could occur. These levels are applicable to all teacher education programs which are performance and data based.

Werdell, Philip R. Course and Teacher Evaluation. Washington, D.C.: National Student Education Association, 1967. 104p. Publisher's Price: $3.00.
ED 050 693. Not available from EDRS.

This report presents a comprehensive analysis of course and teacher evaluation including its history, the right and worth of student evaluation, the possible goals of course and teacher evaluation, key procedural questions about course and teacher evaluation, and how to implement such evaluation.

PERFORMANCE-BASED TEACHER CERTIFICATION

Allen, Wendell C., and others. "Performance Criteria for Educational Personnel Development: A State Approach to Standards," The Journal of Teacher Education, 20:133-35; Summer 1969.

The authors relate Washington's new direction in state standards. Pilot programs begun in 1968 are based on the principle that performance-based, individualized, continuing teacher education is the responsibility of colleges, schools, and professional associations. Among criteria for program approval is agreement among the three agents on program substance and agent roles.

Andrews, Theodore E. "Certification Reform: The Search for 'Better Folk'," New York State Education, 57:17-19; February 1970.

The author capsules the recent (October 1968) shift in New York certification requirements from course credit accumulation to teacher competence, measured objectively by persons closely associated with the teacher.

Andrews, Theodore E. New Directions in Certification: Washington. Denver: Improving State Leadership in Education Office, September 1970. 79p.
ED 043 796. EDRS Price: MF-$0.65; HC-$3.29.

The author describes and interprets the proposed new certification standards of Washington, which state that certification should be based on performance and that preparation and career development should be individualized, continuing, and cooperatively managed. Also discussed are the historic development and controversies of the standards. The fourth draft of the standards is appended.

Burdin, Joel L., and Margaret Reagan, eds. Performance-Based Certification of School Personnel. Washington, D.C.: Association of Teacher Educators; ERIC Clearinghouse on Teacher Education, 1971. 132p.
Publisher Price: $1.75; discounts on quantity orders; available from Publications-Sales Section, 1201 16th Street, N.W., Washington, D.C. 20036; order number 861-24494.
ED 049 152. EDRS Price: MF-$0.65; HC-$6.58.

The 1970 Miami Beach Training Sessions for National Leaders in Teacher Education considered the techniques needed for using performance criteria to determine an individual's ability to perform as a teacher in public schools and thus qualify for certification. Part one of the document contains five papers on performance-based certification. Part two details the plans for changing certification procedures, with notes on forces which are helping or hindering, for selected organizations and state agencies. Part three considers the impact performance criteria will have on teacher certification in substituting demonstrated teaching ability for evidence of having followed an approved program of studies.

Chaney, Reece, and J. Laurence Passmore. "Affective Education: Implications for Group Process," Contemporary Education, 42:213-16; April 1971.

Mounting and overwhelming evidence suggests that the educational system as it currently exists dehumanizes students. In order to change this type of system, it is deemed necessary to change the education of teachers in order to produce more competent teacher behavior. Suggested here is a medium utilizing the group process in conjunction with on-going didactic experiences. It is hoped that this model or similar models will provide the basis for behavioral commitment to affective-humanizing education on the part of teacher training institutions.

Daly, Patrick L. "Certification by Performance," Changing Education, 4:23-24; Spring 1970.

This article summarizes the events of a conference designed not to explore the possibility of evaluating teacher and pupil performance as a factor in certification, but to encourage further dissemination of the assumption that teacher and pupil performance can and should be a valid means of determining the certification of classroom teachers. In addition, a major purpose of the conference was to make a major breakthrough in formulating specific plans for the adoption of performance-based criteria for certification in a number of important states.

Daniel, K. Fred. "Performance-Based Teacher Certification: What Is It and Why Do We Need It?" Paper presented for a training program for teacher education leaders, May 1970, Miami Beach. 10p.
ED 045 551. EDRS Price: MF-$0.65; HC-$3.29.

The author argues that teacher certification should be based on a demonstrated ability to teach because it makes sense and improves the self and public image of teachers. His report on Florida's approach to performance-based certification focuses on state and local cooperation and the little change required in state administration and Florida law.

Fantini, Mario D. "The Reform of Teacher Education: A Proposal for New York State," Phi Delta Kappan, 53:476-79; April 1972.

This article presents a summary of the recommendations made by the New York State Commission on quality, cost, and financing of elementary and secondary education. The recommendations deal with performance-based certification of teachers, a reform whose ramifications are mind-boggling, and other changes within the educational system.

Florida State Department of Education. The Florida Program for Improving the Training, Evaluation, and Licensure of Educational Personnel. Tallahassee: the Department, 1971. 10p.
ED 055 050. EDRS Price: MF-$0.65; HC-$3.29.

This program is designed to move the state toward competency-based programs of teacher education, in which program decisions for trainees are made on the basis of demonstration of those trainnees of pre-specified competencies. The strategy proposed has two major facets: to provide

greater flexibility in the operation of local educational programs and to make local personnel accountable for results. A variety of teacher education programs will be used, and eventually teachers will be required to master only those competencies which have been demonstrated by research to relate to pupil learning.

Lierheimer, Alvin P. Parsing the Paradox: Assuring Quality in School Personnel Preparation. Washington, D.C. ERIC Clearinghouse on Teacher Education, 1971. 16p.
ED 048 125. EDRS Price: MF-$0.65; HC-$3.29.

This document offers an examination of the structure of teacher certification and explains why persons are and should be concerned with the legalism of certification of professional personnel. Such an examination helps to assess the usefulness of schemes proposed for setting standards of entrance into the education profession.

Meierhenry, W. C. Media Competencies for Teachers, A Project To Identify Competencies Needed by Teaching in the Use of the Newer Media and Various Approaches to Achieving Them. Lincoln: University of Nebraska, College of Education, 1966. 237p.
ED 012 713. EDRS Price: MF-$0.65; HC-$9.87.

This report contains seven papers dealing with competencies needed by teachers in the use of newer media. They are--(a) Robert Heinich's "The Teacher in an Instructional System," (2) Kenneth Norberg's "Theoretical Background Required by Teachers n the Use of Newer Media," (3) Vernon Gerlach's "Selecting an Instructional Medium," (4) and (5) David Curl's "Self-Instructional Laboratories for Teaching Operational Skills" and Jerrold Kemps's "Identification of Pre-Service and In-Service Teacher Competencies in the Area of Audiovisual Production Techniques," (6) Gerald Torkelson's "Competencies Needed by Teachers in the Use of Newer Media and Various Approaches to Achieving Them," and (7) The Author's "Media Competencies for Teachers."

Mood, Alexander M., and others. How Teachers Make a Difference. Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Bureau of Educational Personnel Development, 1971. 173p.
Publisher's Price: $1.00; available from U.S. Government Printing Office, Washington, D.C. 20402; order number 1780-0813.
ED 057 004. EDRS Price: MF-$0.65; HC-$6.58.

The seven papers in this book were prepared as the basis of discussions at a BEPD-sponsored conference. The implications which can be drawn suggest the need to make American education more heterogeneous so that students can be offered a number of valid alternative choices. Teachers also need alternatives. Programs and the assignment of teachers must be tailored to the needs and aspirations of individual students, and teachers must be trained for this.

Morphet, Edgar L., and David L. Jesser, eds. Planning and Effecting Improvements in the Preparation and Certification of Educators: Emerging State Relationships and Procedures. 57p. Available from Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203.

The purpose of this study is to document the dissatisfactions with current certification and teacher preparation practices, to examine some of the emerging alternatives which are appearing throughout the country under the auspices of various agencies, and finally to develop from these data some implications for emerging relationships and procedures.

"On Improving the Certification and Recertification Instructors and the System of Competitive Staff Recruitment for Social Science Departments of Higher Educational Institutions (Order of the USSR Minister of Higher and Secondary Specialized Education, No. 611, August 1, 1969)," Soviet Education, 7:37-41; April-May 1970.

A directive for improving the certification process of teachers in higher education designed to improve the skills of teachers by imposing stiffer degree requirements and by instituting comprehensive examinations for hiring purposes. Procedures for implementation are given.

Smith, B. Othanel. Certification of Educational Personnel. 1971. 22p. ED 055 975. EDRS Price: MF-$0.65; HC-$3.29.

This paper presents a discussion of licensing professional personnel and is focused on three bases of criteria: (a) academic proficiency, (b) ability to perform skills and behaviors deemed essential to teaching, and (c) ability to produce changes in pupil behavior. It is suggested that these criteria should be judged by an evaluation system founded on a national basis and independent of the training institution.

Stiles, Lindley J. "Certification and Preparation of Educational Personnel in Massachusetts," Phi Delta Kappan, 50:477-80; April 1969.

Summarized in this article are recommendations made to the Massachusetts legislature (1969) about teacher certification. Key concepts are (a) differentiated staffing (with separate licenses for interns, associate teachers, professionals, and specialists), (b) evaluation in terms of demonstrated knowledge and performance, (c) improved clinical practice, and (d) cooperation among educational groups.

Stiles, Lindley J., and others. Teacher Certification and Preparation in Massachusetts. Boston: Massachusetts Advisory Council on Education, 1968. 435p. Publisher's Price: $1.25; availalbe from Public Document Division, Office of the Secretary of State, The State House, Boston.
ED 027 243. EDRS Price: MF-$0.65; HC-$16.45.

The one-year study on teacher certification which led to recommendations to the Massachusetts legislature (See citation above) is reported in this document. Sections include a timetable for action by the court, board of education, schools, universities, and professional associations, a methodology description; and data gathered from a variety of sources.

State of Washington, Office of the Superintendent of Public Instruction. Guidelines and Standards for the Development and Approval of Preparation Leading to the Certification of School Professional Personnel. Olympia: the Office, 1971.

As suggested by the title, this document offers guidelines and standards for the certification of teachers. These guidelines and standards emphasize the following principles: (a) preparation should be related to performance and performance related to the objectives of the professional and his clients; (b) preparation should be individualized and give recognition to personal style; (c) preparation programs should be planned and developed in a participatory manner by those affected; and (d) preparations is a career-long, continuing process.

State University of New York and the State Education Department, Department of Teacher Education and Certification. A New Style of Certification. Albany: the University and Department, 1971.

Support continues to grow for the concept that certification should be based on a teacher's demonstrated abilities instead of being used solely on his completion of a formal collegiate program. This document proposes a set of process standards to be followed in developing trial projects in teacher education that will lead to a certification that signifies a measure of competence.

Young, James. "Confusion Is Certification by Performance," New York State Education, 57:20-23; February 1970.

Young poses and answers questions about performance-based certification. He develops the points that certification is only part of professional goverance and that the variety of variables affecting pupil learning should not be underestimated. Concerning the latter, he favors, with Fall, viewing competence through a prism of doing, being, and knowing.

ATTITUDES OF PROFESSIONAL ORGANIZATIONS

Bhaerman, Robert D. Which Way for Teacher Certification? AFT QuEST Paper No. 2. Washington, D.C.: American Federation of Teachers, 1969 [Reprint of article in American Teacher, February 1969]. 13p. Publisher's Price: $0.20.
ED 032 269. EDRS Price: MF-$0.65; HC-$3.29.

Bhaerman presents an alternative approach to certification for the consideration of AFT. He comments on general and specialized preparation, temporary certification, certification renewal, alternatives to course counting, and the AFT role; he proposes that probationary certification last three years, with local schools encouraging teachers to continue their education.

California Teachers Association. Negotiating Professional Standards. Burlingame: the Association, October 1970. 18p. Publisher's Price: $0.30.
ED 045 565. EDRS Price: MF-$0.65; HC-$3.29.

This booklet suggests topics to be included in negotiating professional standards in teacher contracts. Evaluation is only briefly mentioned, with the warning that self-evaluation processes shall not be used to make decisions about teacher retention.

California Teachers Association, Department of Research. California Teachers' Reaction to Certification and Preservice Courses. Supplementary Research Report No. 58. Burlingame: the Department, 1966. 37p.
ED 024 632. EDRS Price: MF-$0.65; HC-$3.29.

Responses from 2,061 teachers, tabulated in this report, indicate that they generally favor the status quo in certification (except for junior college teachers), courses in teaching majors, and methods courses. The attitudes of elementary teachers were distinct from those of secondary and junior college teachers.

Cantor, Arnold. "Autonomy Is the Cure for Certification Woes," New York State Education, 57:20-21; February 1970.

While applauding the "friendly" posture of the state department of education, Cantor cautions teachers about dangers in the certification by performance plan. Among the dangers he sees are lack of professional autonomy, lack of a reliable evaluation instrument, and shortcuts in teacher preparation.

National Education Association. "Evaluation of Teaching Competence," NEA Research Bulletin, 47:67-75; October 1969. Publisher's Price: $0.60; discounts on quantity orders.

The three articles in this section on teacher evaluation cover (a) a survey of 213 school systems on evaluation practices (See Stemnock

citation), (b) a survey of teachers on who should evaluate whom and why, and (c) teacher evaluation clauses in professional negotiation agreements on file with NEA (examples included).

New Jersey Education Association. NJEA Speaks Out On. . .Teacher Evaluation. Policy statement adopted by the NJEA Delegate Assembly, November 5, 1970. Trenton: the Association, 1970. 5p.
ED 045 600. EDRS Price: MF-$0.65; HC-$3.29.

These guidelines, written for teacher associations and school boards developing evaluation procedures, stress that evaluation procedures should be acceptable to all concerned, with grievance channels opened to teachers, and that career development and job-oriented evaluation should be handled separately. Evaluation criteria are included.

Selden, David. Evaluate Teachers? AFT QuEST Paper No. 4. Washington, D.C.: American Federation of Teachers, 1969. 6p. Publisher's Price: $0.20.
ED 032 271. EDRS Price: MF-$0.65; HC-$3.29.

The author argues that teacher evaluation is not a valid means of improving education quality; doubling labor costs (to reduce class size and teaching hours) and raising entry standards are more valid. Evaluation during a probationary period should eliminate the need for later evaluation; even then, it should be done independently of the school district.

BIBLIOGRAPHIES

Bynum, Effie M. Desegregation, Preservice and Inservice Training: An Annotated Targeted Bibliography. New York: Columbia University National Center for Research and Information on Equal Educational Opportunity, 1971. 7p.
ED 049 350. EDRS Price: MF-$0.65; HC-$3.29.

This paper presents a two-part annotated bibliography. The first part includes documents relevant to the general topic of desegregation, and the second presents selected documents on pre- and in-service training.

Educational Projects. A Feasibility Study for a Comprehensive Competency-Based Training and Certification System for Child Care Personnel in the Commonwealth of Pennsylvania. Final Report. Appendix A. Washington, D.C.: the Projects, 1972.

This bibliography is a section of the final report submitted to the Bureau of Child Development Pennsylvania Department of Public Welfare. It deals with competencies, programs, and general information regarding child care personnel on a performance basis.

Kay, Patricia M., and others. Performance Based Certification. New York: City University of New York, Office of Teacher Education, 1971. 62p.
ED 056 991. EDRS Price: MF-$0.65; HC-$3.29.

This annotated bibliography contains 115 citiations ranging in date from 1957 to 1971. References are divided into five sections: (a) teacher certification and selection; (b) teacher education; (c) modeling, feedback and audiovisual media techniques; (d) observation, measurement, and evaluation; and (e) research on teacher characteristics. When available, ERIC, author, AERA, or other abstracts have been included with the citation.

McKenna, Bernard H., and others. Teacher Evaluation: An Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. 29p.
ED 055 988. EDRS Price: MF-$0.65; HC-$3.29.

In his introduction to this 86-item annotated bibliography, McKenna discusses his views on teacher evaluation and his impressions of the documents cited. He observes, in part, that the current concern is with the process of evaluation and that most researchers continue to believe that student achievement is the most reliable measure.

Poliakoff, Lorraine. Teacher Centers: An Outline of Current Information. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. 34p.
SP 005 685. EDRS Price: MF-$0.65; HC-$3.29.

Information for this outline on teacher centers was taken from unpublished documents, most of which were written in 1971 and 1972 under the auspices of the U.S. Office of Education. The information is arranged by topic to make evident the points of agreement and disagreement among educators

about teacher centers; all statements of fact or opinion are footnoted. Details are extensive to compensate for the unavailability of most of the documents. The following topics are covered: the rationale behind teacher centers; the types, functions, clientele, staffing, and financing of teacher centers; parity; USOE management of educational renewal; numbers of teacher centers; and the educational extension agent. The bibliography contains 35 items.

PBTE PUBLICATIONS IN PROCESS

Cooper, James, and Vere DeVault. Competency-Based Teacher Education. Berkeley, Calif.: McCutchan Publishing Corporation.

Houston, W. Robert. Competency-Based Teacher Education: Problems and Prospects for the Decades Ahead. Vol. 1, Model Directors. Berkeley, Calif.: McCutchan Publishing Corporation.

Houston, W. Robert. Designing a Competency-Based Teacher Education Program: A Systems Approach. Vol. II, Model Directors. Berkeley, Calif.: McCutchan Publishing Corporation.

Howsam, Robert, and W. Robert Houston, eds. Competency-Based Teacher Education: Progress, Problems and Prospects. Palo Alto, Calif.: Science Research Associates. (Available August 1, 1972.)

Nagle, Thomas S., and Paul T. Richman. Competency-Based Education. Columbus, Ohio: Charles E. Merrill Publishing Company.

Schmieder, Allen. Glossary of Reform Jargon. Washington, D.C.: American Association of Colleges for Teacher Education.

PROPOSED FUTURE PUBLICATIONS IN THE PBTE SERIES

Alternative curricular designs for performance-based teacher education programs by Bruce Joyce, Teachers College, Columbia University.

A description and analysis of seventeen performance-based teacher education programs by Iris Elfenbein, Teachers College, Columbia University.

The implications of broadening the base for decision making in teacher education by Michael Kirst, Stanford University.

A look at the humanistic elements in performance-based teacher education programs by Paul Nash, University of California at Santa Barbara.

Management of performance-based teacher education programs by Charles Johnson, University of Georgia.

Problems in assessing teaching performance by Fred McDonald, Educational Testing Service.

A scenario of how performance-based teacher education programs might look in the future by Asahel Woodruff, University of Utah.

ABOUT AACTE

The American Association of Colleges for Teacher Education is an organization of more than 860 colleges and universities joined together in a common interest: more effective ways of preparing educational personnel for our changing society. It is national in scope, institutional in structure, and voluntary. It has served teacher education for 55 years in professional tasks which no single institution, agency, organization, or enterprise can accomplish alone.

AACTE's members are located in every state of the nation and in Puerto Rico, Guam, and the Virgin Islands. Collectively, they prepare more than 90 percent of the teaching force that enters American schools each year.

The Association maintains its headquarters in the National Center for Higher Education, in Washington, D.C.--the nation's capital, which also in recent years has become an educational capital. This location enables AACTE to work closely with many professional organizations and government agencies concerned with teachers and their preparation.

In AACTE headquarters, a stable professional staff is in continuous interaction with other educators and with officials who influence education, both in immediate actions and future thrusts. Educators have come to rely upon the AACTE headquarters office for information, ideas, and other assistance and, in turn, to share their aspirations and needs. Such interaction alerts the staff and officers to current and emerging needs of society and of education and makes AACTE the center for teacher education. The professional staff is regularly out in the field--nationally and internationally--serving educators and keeping abreast of the "real world." The headquarters office staff implements the Association's objectives and programs, keeping them vital and valid.

Through conferences, study committees, commissions, task forces, publications, and projects, AACTE conducts a program relevant to the current needs of those concerned with better preparation programs for educational personnel. Major programmatic thrusts are carried out by commissions on international education, multicultural education, and accreditation standards. Other activities include government relations and a consultative service in teacher education.

A number of activities are carried on collaboratively. These include major fiscal support for and selection of higher education representatives on the National Council for Accreditation of Teacher Education Education--an activity sanctioned by the National Commission on Accrediting and a joint enterprise of higher education institutions represented by AACTE, organizations of school board members, classroom teachers, state certification officers, and others.

The Association headquarters provides several secretariat services which help make teacher education more interdisciplinary and comprehensive;

the Associated Organizations of Teacher Education, International Council on Education for Teaching, Society of Professors of Education, and The John Dewey Society. A major interest in teacher education provides a common bond between AACTE and fraternal organizations.

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AACTE provides a capability for energetically, imaginatively, and effectively moving the nation forward through better prepared educational personnel. From its administration of the pioneering educational television program, "Continental Classroom," to its involvement of 20,000 practitioners, researchers, and decision makers in developing the current *Recommended Standards for Teacher Education*, to many other activities, AACTE has demonstrated its organizational and consortium qualification and experiences in conceptualizing, studying and experimenting, communicating, and implementing diverse thrusts for carrying out socially and educationally significant activities. With the past as prologue, AACTE is proud of its history and confident of its future among the "movers and doers" seeking continuous renewal of national aspirations and accomplishments through education.

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TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the Association of Teacher Educators, a national affiliate of the National Education Association; and the Division of Instruction and Professional Development, National Education Association. It is located at One Dupont Circle, Washington, D.C. 20036.

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Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

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The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and in-service prepration of school personnel and the profession of teaching.

ABOUT THE TEXAS TEACHER CENTER PROJECT

The AACTE Committee on Performance-Based Teacher Education serves as the national component of the Texas Teacher Center Project. This Project was initiated in July, 1970, through a grant to the Texas Education Agency from the Bureau of Educational Personnel Development, USOE. The Project was initially funded under the Trainers of Teacher Trainers (TTT) Program and the national component was subcontracted by the Texas Education Agency to AACTE.

One of the original thrusts of the Texas Teacher Center Project was to conceptualize and field test performance-based teacher education programs in pilot situations and contribute to a statewide effort to move teacher certification to a performance base. By the inclusion of the national component in the Project, the Texas Project made it possible for all efforts in the nation related to performance-based teacher education to gain national visibility. More important, it gave to the nation a central forum where continuous study and further clarification of the performance-based movement might take place.

While the Texas Teacher Center Project is of particular interest to AACTE's Performance-Based Teacher Education Committee, the services of the Committee are available, within its resources, to all states, colleges and universities, and groups concerned with the improvement of preparation programs for school personnel.

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